

**21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTERS**  
**Promising Practice Cover Sheet**

APPLICANT: Winooski Middle School Summer Design Challenge: Community Martial Arts Dojo  
(i.e. Supervisory Union, CBO, FBO, or School)

CONTACT

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Who will be the fiscal agent for this grant? Winooski School District

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Estimated total hours it took to create this application: 80 hours

Partnership School(s) or site Winooski School District- Winooski Middle School

**Request one funding source**

☒ **Nellie Mae Education Foundation Award** ☐ Middle School Only (\$10,000)  
☐ **21<sup>st</sup> CCLC Promising Practice Award** ☐ Middle School (\$2500-\$7500)  
☐ **21<sup>st</sup> CCLC Promising Practice Award** ☐ Elementary ☐ High School (\$2500-\$10,000)

**Amount Requested:**

\$ 10,000

**Partner Signatures**

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I have read this proposal carefully and agree with the specific commitments listed herein:

Name \_\_\_\_\_ Signature \_\_\_\_\_  
Title: \_\_\_\_\_

Name \_\_\_\_\_ Signature \_\_\_\_\_  
Title \_\_\_\_\_

Name \_\_\_\_\_ Signature \_\_\_\_\_  
Title \_\_\_\_\_

Name \_\_\_\_\_ Signature \_\_\_\_\_  
Title \_\_\_\_\_

## Promising Practices Proposal

**Site:** Winooski Middle School  
**Funding Request:** \$10,000  
**Submitted by:** Holly Morehouse, Winooski's CCLC Program Director

### **Winooski Middle School Summer Design Challenge: Community Martial Arts Dojo**

*The promising practice is a 3-week, full-day intensive summer program taught by certified, Winooski Middle School teachers that stresses academic improvement, enrichment learning, and student empowerment.*

#### **Introduction**

Last year students and staff of Winooski Middle School showed up for summer school with a skateboard in one hand and a helmet in the other. Looking to break from the traditional model of “summer school” and yet needing to make definite math and literacy gains, the group formed a close-knit team who used their learning goals to design a skatepark for Winooski. Invested in this challenge, students spent the first half of each day in the classroom doing research, working on the problem, and applying the math and literacy skills needed to make their ideas come to fruition. Each afternoon, roles were reversed as students led the way in visiting skateparks, meeting with architects and designers, and conducting field research. Program outcomes included a proposal and presentation by students to the city council, teachers feeling supported in applying innovative teaching strategies, strengthened relationships between faculty and students, and measurable student improvement in math and literacy. The student-produced proposal and supporting documents were later used by the City of Winooski in applying for a federal grant, and construction of the skatepark is now underway. Having shown that teens *can* make a difference and that learning *can* be applied, students are looking to tackle a new issue for the community this summer: designing a martial arts dojo for Winooski. Translated as “the place to learn the way,” a dojo is the educational establishment or training room in which martial arts are taught and practiced. Key elements of success of this promising practice include: (1) an exciting, student-backed theme or project with a set goal or target; (2) professional development and resources for teachers supporting student-driven learning; and (3) high academic standards built into fun, real-life applications.

## **Section 1: Program Need and Description**

### **1A. Program Need (10 points)**

The City of Winooski is an old mill town on the Winooski River, 1.2 square miles in size. The Winooski School District is housed in a single building complex and serves approximately 800 students (preK-12). Although geographically small and surrounded by larger neighbors on all sides, our district is one of the most diverse school districts in the State of Vermont. Winooski is a host community for recent immigrants and at the same time has almost twice the state rate for the percentage of children in poverty, 19.8% in Winooski versus 10.7% statewide (2003 *Community Profile*). At least 61% of our students qualify for free or reduced-priced breakfast and lunch, over 40% of the children are eligible for Title I services, about 16% of our student population is on an Individual Education Plan, and around 16%, three times more than any other school district in Vermont, receive English as a second language services. Winooski School District hosts 16 nationalities representing 20 languages. Most importantly, close to 35% of our student population transfer out of or into the district every year. (*Report on the Effectiveness of the Winooski School District*, 2005).

Winooski Middle School (WMS) currently serves 173 children in grades six through eight. The summer program that we wish to expand upon with this grant is a core component of the Winooski District's CCLC Program and a crucial piece of the middle school educational year. Long summer breaks can be a critical time for addressing learning gaps, as well as, an opportunity to implement alternative teaching strategies. The summer program that we offer has many elements that benefit all types of learners but it is especially geared toward assisting higher risk students (i.e., those at risk of falling behind or not completing high school). The high school in Winooski continues to struggle to reduce its drop out rate and has been identified for technical assistance in this area. The behaviors and patterns that lead to a child dropping out of school often start in the middle school years. A recent national report found clear evidence that more students are dropping out earlier, between ninth and 10th grades. More than half the students who drop out leave by the tenth grade, 20% quit by the eighth grade, and 3% drop out by the fourth grade (a report from the Educational Testing Service, *One-Third of a Nation: Rising Dropout Rates and Declining Opportunities* by P.E. Barton, February 2005).

Furthermore, there are no other programs offered in Winooski during the summer months geared specifically toward middle school students. The Winooski Parks and Recreation Department runs a drop-in summer camp for ages 6-12, but this is mostly attended by younger children and does not have the formal structure or staff to address specific learning and/or behavior issues. For a Winooski family with limited funds and limited transportation there are few options. The WMS summer program fills an important gap in those months between the end of one school year and the beginning of the next. It gives middle school students something directed, well-planned, well-staffed, challenging, and meaningful to do. It gets them off the couch, off the streets, and out into the community.

### **1B. Program Description (25 points)**

The promising practice is a 3-week, full-day intensive summer program that stresses academic improvement, enrichment learning, and student empowerment. Over the past three years we have seen our students flourish under this combination of small student/teacher ratios, focused individualized learning, and exciting and engaging real-world, hands-on projects. Our summer themes have varied every year from *Explore the Winooski River Basin*, to *Skatepark Design Team*, to *Movie Making Magic*. All have been successful in their own way. But it was the

summer that put classroom teachers “boarding on the ½ pipe” and middle school students presenting a solid, well-researched proposal to city officials where we saw the most gains: academically, in student-teacher relationships, in community support, and in student self-esteem.

The program meets five days a week for three weeks (32.5 hours/week for a total of 97.5 program hours). The program runs from 8:30am to 3pm, split between classroom learning time in the mornings (8:30-11:30am) and learning-based field trips in the afternoons (12-3pm). Students also receive a free lunch on-site in the school cafeteria as part of the community lunch program (11:30-12pm). Following the example of our skatepark summer, all academic activities this year will be based on designing a community martial arts dojo for Winooski. When students were working on the skatepark design project, they used their afternoons to meet with architects, recreation officials, and skatepark designers; visit other local skateparks; conduct community surveys; make measurements and select skate elements; and so forth. In addition to their in-class morning time, this year students will work out at a dojo three times a week, learn about the different types of martial arts, visit various martial arts studios, meet with experts/architects/realtors/city and school officials, and conduct research in the community. Throughout the three weeks of the program, teachers also incorporate fun, summertime activities to round out the summer experience, such as afternoon trips to the beach, hiking, downtown excursions, kayaking, or swimming at the community pool.

Participation in our summer program has grown each year with 18 regular participants last summer. Our goal is to eventually have approximately 20% of the WMS population participating in the summer program each year. The program is open to all students, grades 6-8, so any Winooski Middle School student can attend. However, toward the end of the school year classroom teachers make calls to parents recommending certain students attend if they are falling behind in school and could benefit from the intensive learning experience that the summer program offers. Every year we have hired 3 to 4 certified classroom teachers from WMS to work in the summer program and supplemented them with a UVM teaching intern and a corresponding graduate-level professional development course. Our student teacher ratio has been 4:1 the first and second years and 6:1 this past summer. We plan to hire 4 teachers for this upcoming summer, recruit 24 regular student participants, and contract with 1 or 2 student interns or martial arts experts (with teaching backgrounds). Depending on the enrollment of English Language Learner (ELL) students and their particular language abilities, we either hire an ELL teacher to be on staff for the summer (summer 2003) or involve an ELL teacher in the curriculum development (summers 2004 and 2005).

The concerns about student retention rates and our goals for enhancing student empowerment have also influenced our decision to use the martial arts dojo as a focus for this year's program. One team of teachers at WMS has developed an exciting program that integrates martial arts learning into the school day curriculum. As outlined in the evidence section of this application, learning a martial art and tying its practice directly to the classroom experience has had a powerful effect on many students. However, due to financial costs and transportation issues, only one team in our middle school currently partakes of this program. Through our CCLC grant we have been able to offer an after school judo/jujitsu group open to all students. Our after school judo/jujitsu group is currently full with over 20 regular attendees and a wide range of students also took advantage of the Bushintai Do trips in last year's summer program. This summer more students will be able to experience the self-discipline, esteem building, and physical fitness benefits of participating in martial arts and linking it to their classroom studies. They will also experience being part of the community decision making process and their work

on bringing Winooski its own martial arts dojo will make such programs more accessible to all students in the district as well as to their families and to the community at large.

The summer program has proven to be so exciting for Winooski because it draws upon a number of different elements and the combination is exciting and effective. The program brings together: a hard-hitting, student-driven theme with real world application; teachers working with UVM professors to develop new teaching strategies and then given the space and the time to really put them to use; on-site experts bringing their knowledge into the school and creating spin-offs throughout the district; students receiving concentrated one-on-one help with their academic challenges; dynamic teams of students, teachers, and community partners interacting with one another in new and exciting ways each day; ties between the summer program and the regular classroom day that carry over into the new school year; replicable program elements that transfer to other programs and can be built upon each year; and a final product that is real, solid, and can be taken forward to the next level.

## **Section 2: Program Management**

### **2A. Responsibilities and Qualifications (10 points)**

In all of our CCLC programs, summer and school year, we hire certified teachers to teach our courses. We have strong academic goals for our programs which require instructors that utilize proven teaching methods, understand the goals and standards of the school, and follow the same high standards and procedures established for our regular school day classrooms. We have also found that using teachers from the district creates many positive spin-offs and impacts that carryover into the regular school day, improve student learning across the board, and have a positive impact on school culture change. In cases where we do not have a teacher on-site with the background to teach a specific course by his- or herself, we pair them with an outside “expert.” For example, when we ran the summer skatepark program, we hired a graduating UVM education major who was also a “serious boarder” to teach on the summer staff. She brought valuable knowledge, language appropriate to the boarding scene, and contacts in the field. Having her as a colleague gave the Winooski teachers the extra edge and depth they needed to tackle this project comfortably. For the community dojo program, we plan to hire a professional instructor in the martial arts and the founder of the Martial Way Self-Defense Center to work in our program. Sensei (“teacher”) David Quinlin has worked with Winooski programs for over four years now. He designed and developed a special martial arts program called Bushintai Do that is now an integral part of the school day curriculum for one of our middle school teams targeting higher risk students. He has also taught our CCLC after school judo/jujitsu club for two years. Dave knows the kids of Winooski, is gifted at working with teens, and has brought some of our more challenging students from classroom struggles to scholarship students at his dojo in Colchester. WMS teachers Nancy Keller and Bethany Burns have already signed on to be part of the summer teaching staff. Both hold advanced degrees in education, Nancy is a National Board Certified teacher, and Beth and Nancy have integrated martial arts into the classroom for four years with their students on Team Velocity. Both also work with Dave in the after school judo/jujitsu club. Two other WMS teachers will be hired to complete the teaching staff for this summer keeping our student/teacher ratio at no greater than 6:1.

We also set high standards and raise teaching levels by partnering with the University of Vermont, College of Education. For three summers now we have offered a graduate level course in conjunction with our summer school programs. We have explored a number of different formats from requiring a full, 3-credit course for teachers to making participation optional to

varying the level of credit available depending on the particular teacher's commitment. Through trial and error we have found that what works best for our situation is to make the workshop and class times mandatory for all teachers participating in summer school. However, whether or not they want to go the extra step and do the extra work to earn graduate level graduate is up to the individual teacher. For this summer program, teachers will be responsible for attending a 2-day workshop and an additional planning day prior to the start of the summer program. The 2-day workshop will be taught by UVM professors specializing in the selected teaching areas. The year we did the skatepark program, the UVM course concentrated on collaborative learning which was most useful in drawing all students in the class into the project. Teachers who participated in the course report that they still use some of the teaching strategies and techniques they learned that summer in their current classrooms. A second, important component of our collaboration with UVM during the summer is that the UVM professors are available during the summer school program to work with teachers and observe the classroom dynamics and offer feedback.

## **2B. Links to the School Day (15 points)**

Winooski Middle School is organized into four teams of teachers who are assigned students from grades 6-8. The middle school summer program follows the same format as the school year and operates as a multi-grade classroom. As during the school year, teachers work together on their "team" to design curricula, teach material, and work with students. Student and teacher participation in the summer program has always been well-balanced across the four teams in the middle school. However, during the summer program teachers from different teams get to work together and students from different teams get to mix in a way not possible during the school year. This crossover during the summer provides additional interaction and continuity across the middle school. It exposes students to other teachers in the school, helps teachers better understand some of the issues and challenges faced by their colleagues on other teams, and encourages exchange and sharing across teams. Summer school thus offers an important format for cross-school exchange and learning that enhances and deepens the sense of community and learning at Winooski Middle School.

The curriculum and learning goals of the summer tie directly to those of the middle school teams and classrooms. Summer program teachers meet with the school principal and reading and math specialists/instructors prior to the end of the regular school year (April-May-June) to identify specific learning needs and develop program goals. Teachers then attend the planning workshops, supported by UVM professors, to prepare materials and develop appropriate teaching strategies. The summer program is open to all students, grades 6-8, so any Winooski student can attend. However, toward the end of the school year classroom teachers make calls to parents recommending certain students attend if they are falling behind in school and could benefit from the intensive learning experience that the summer program offers. We have improved our referral process each year and our best results by far were this past summer.

This summer program is not seen as something separate from the middle school but rather a very important extension of the educational year. The program is housed in the middle school, is taught by WMS teachers, has access to and utilizes all the districts resources, and follows the same policies, procedures, and high standards of the middle school. The summer students have access to the WMS computer lab and use of the high school's mobile laptop-lab. We have two digital video cameras and several laptops under the CCLC Program. In the skatepark summer, students used the cameras and editing software to create a digital movie documenting their experience. They also used the technology to film interviews in the

community and put together their final presentation to city council. We reserve four classrooms for use during the program and have access to school facilities such as bathrooms, gym, library, and cafeteria. The school office is open throughout the day, the CCLC program director is on-site as program administrator, and technology support is also available. We also tie into the free lunch program and various activities such as community lunchtime bar-b-q, open swimming at the pool, or other special events. We rent a van for the daily field trips throughout the program.

### Section 3: Program Evaluation

#### 3A. Program Goals and Measurements (10 points)

Our evaluation plan has evolved over time and the five goals of our summer program closely support those of our overall CCLC program as well as the articulated goals and objectives of the entire district. Three out of the five goals also closely correspond to the three performance goals adopted by the Vermont State Board of Education.

<b>Program Evaluation</b> <b>Program Goals and Numeric Objectives – Summer 2006</b>	
<b>Program Goals</b>	<b>Numeric Objectives</b>
Program Goal 1: All students will achieve high standards in reading/language arts and mathematics, with at least 80% of summer school students showing measurable learning gains in these areas.	<b>1a. Math Gains.</b> At least 80% of summer participants shall show improvement between their pre-test and their post-test in mathematics.
	<b>1b. Percentage of Students Producing Quality Written Materials.</b> 80% of summer participants shall produce quality written materials that can be used in support of the project proposal for the Martial Arts Dojo.
Program Goal 2: To increase English language proficiency for ELL students with at least 20% of summer participants being students who qualify for ELL services.	<b>2a. Percentage of eligible ELL students participating in the summer program.</b> We expect 20% of the summer participants to be ELL students.
	<b>2b. Math gains and quality of written products by ELL students.</b> See 1a and 1b above with 100% of participating ELL students showing gains in these areas.
Program Goal 3: To increase students' understanding, pride, and participation in their community with growing participation rates, program retention rates at 80% or above, 25% of which have participated in the summer program before, and evidence of community support.	<b>3a. Student Participation.</b> Our goal is to have 30 students register for the program and 80% (24 students) as regular participants.
	<b>3b. Percentage Returning Students.</b> We will also continue to track the number of students who participate in the summer for more than one year and look for 25% of participants to be returning students.
	<b>3b. Community Impact.</b> Because this program is meant to demonstrate that learning can be applied and that teens can make a difference, we look for ways in which the community has demonstrated its approval and support of the student-driven summer project. Examples from previous summers have included newspaper articles, financial donations, city council approval, and letters of support.
Program Goal 4: To strengthen and improve teacher quality and connections across the district	<b>4a. Quality of Teacher Products.</b> As part of the UVM workshops and corresponding optional graduate level course, teachers are required to produce a number of different products. We collect comprehensive

with 100% of participating teachers learning new strategies and applying them in their classrooms.	<p>lesson plans showing the new strategies and techniques integrated into the daily lessons.</p> <p><b>4b. Percentage of Teacher Participants Using New Strategies in their Regular Classrooms.</b> Six months to a year after the summer course is completed, we conduct a short survey to see how many of the participating teachers are still making use of the things they learned in the summer workshops.</p>
Program Goal 5: To increase the number of students completing high school with 100% students participating in the summer program showing evidence of learning gains and school involvement in the subsequent fall.	<p><b>5a. Classroom Performance (school year).</b> All students who complete the summer program, especially those who were referred by their classroom teachers, will be followed up with in mid-fall to check their performance in the classroom. We will check school attendance (at least 75% with good attendance records), grades (at least 75% with passing grades in math and literacy), and classroom behavior (at least 75% with no discipline referrals).</p> <p><b>5b. Involvement in Extra-curricular Activities.</b> We will also monitor student involvement in extra-curricular activities and expect to see 100% of summer participants involved in at least one extra-curricular activity during the school year.</p>

### 3B. Evidence of Past Efficacy (20 Points)

We have data and evidence from a number of different areas that show that this summer program is an effective and exciting promising practice. Because we have modified and improved our evaluation plan each year the following evidence does not exactly mirror the goals and measures for this coming summer. However, the data cover a range of areas from student performance and academic gains to community impact to links to the regular school year.

? **Math Gains.** We apply a highly focused, individualized learning plan for students in math during the summer program, and our approach has improved over the last three years. The math instructors for the summer develop individualized work plans for each student based on classroom teacher input and a student pre-test. Students also take a post-test at the end of the summer. In summer 2003, 46% of students improved their math scores between the pre-test and the post-test. In summer 2004, 76% improved their scores. And in summer 2005, 80% showed improvement. Half of the morning class time is spent on mathematics.

? **Quality Written Products.** The first year we ran the summer program we tried to follow the same assessment for literacy as we do for math and conducted both a pre- and post-test in reading. We found the results to be inconsistent and decided we needed a different approach to literacy. At the same time, feedback from teachers and standardized test scores showed that WMS students would benefit from additional, focused time on their writing skills. Therefore, in years two and three we modified the literary focus and students use the summer program to work closely with their teachers and their peers to develop high-quality written products. They learn that good writing can be effective, and as during the skatepark summer program, approximately three-quarters (75%) of the student participants contributed quality written materials that were used in support of the skatepark proposal. Half of the morning class time is spent on writing.

? **Solid Skatepark Proposal.** When we ran the skatepark design program, students produced a number of high quality products that were then used to communicate their plans and support their proposal. They created a complete design and presentation for the skatepark including cost estimates and a funding plan. They conducted a community survey in different neighborhoods to



gauge residents' reactions to the proposed skatepark. They filmed and edited a short movie using digital video cameras and *iMovie* software to document the research process and their summer experiences. They wrote letters of support, conducted interviews, researched elements, evaluated sites, studied issues, and compiled data (*see supporting documents*).

? **Participation Rates.** The number of students participating in and completing the summer program has grown each year. In the first year we had 14 students and 8 regular participants. The second year we had 17 students and 11 regular participants. This last summer we had 28 students and 18 regular participants.

? **ELL Students.** Winooski has a number of CCLC programs that target its ELL student population, and in fact, a large portion of our regular attendees are ELL students (10 out of 29). This school year 44 ELL students of the 74 in grades k-8 participated in CCLC programs (59%). On average, 10-15% of the summer attendees have been ELL students.

? **Community Impact and Support.** The students presented their proposal to Winooski City Council the following fall and won unanimous approval to move forward with the project. Over half of the students stayed with the project throughout the school year and worked with teachers, city officials, and a VISTA volunteer to raise money for the park. The City of Winooski used the student-produced materials to apply for a federal grant and was successful in receiving matching funds for the park. The community supported the students through local donations and a raffle raising over \$1,600 for the skatepark. The student project was featured in the local media with articles appearing in the district newsletter, the Winooski Eagle, the Burlington Free Press, and as a featured editorial (*see supporting documents*). Construction of the skatepark is underway.

? **Teacher Products.** An important goal of our summer program is for it to be an opportunity for our teachers, not only our students, to learn something new. All of our instructors the past three summers have been WMS teachers. In response to a teacher survey, all (100%) said that they felt the summer teacher experience supported and enhanced their individual professional development goals. All participated in the workshops and courses offered through our partnership with UVM. All produced quality lesson plans and utilized new teaching strategies in the summer program (*see supporting documents*). In response to a follow-up survey, teachers also report that they continue to make use of these ideas, strategies, and approaches.

? **Classroom Performance (School Year).** Students participating in Winooski's CCLC programs, including the middle school summer program, show improvements in grades and participation in extra-curricular activities. Our data show 206 (60%) of the 344 students attending CCLC courses this past year improved their math grade/level by at least a half grade/level. Data also show 190 (55%) of the 344 students participating in CCLC courses improving their reading grade/level by at least one half grade or level during the school year. When looking only at WMS summer program students, grade data follows a similar pattern. In addition, summer participants go on to be involved in other activities during the school year (60% of all registered summer students and 90% of regular attendees in the summer program).

? **Benefits of Martial Arts Training.** WMS teachers have experience using martial arts in the classroom and in after school programming. We have four years of compiled evidence showing us that these programs work for our students, in particular some of our tougher, less-likely-to-be-involved students. We have personal essays from students describing how studying a martial art has impacted them, data on improved grades and behavior, a research paper by a UVM student-teacher documenting the positive effect of Bushintai Do on Team Velocity, an after school judo/jujitsu club filled to capacity, and student/parent feedback that these programs are reaching a different type of student and in new ways (*see supporting documents*).

#### **Section 4: Budget and Budget Narrative (10 points)**

As shown in the table below, we are requesting a Promising Practices grant in the amount of \$9,981.25 to expand our existing middle school summer enrichment program. The budget table below provides estimates of the total program cost, the amount covered as in past years by the school district and/or the Winooski CCLC Program, and the amount needed to cover the proposed program expansion. Because they are shared across the district and across the various programs that run during the summer (at the elementary school and high school level), this budget does not specify other in-kind or staff expenses that are incurred over the summer months, such as school office secretaries, CCLC Program Director, school custodians, central office staff, computer and technology support, school supplies, school facilities, community breakfast and lunch program, and so forth.

As seen below, the bulk of the budget goes toward teacher stipends and instructor costs. In the past, we have been able to fund several teachers working in the morning with the students. Under the proposed program expansion, we would like to be able to expand the morning teachers to four and have two of those teachers also available to carry out the afternoon portion of the program. In the past we have hired UVM students and interns to lead the afternoon sessions and make connections to the morning lessons. Because some teachers were generous to donate their time or work at a reduced rate, we were able in past years to compare this approach with having the regular classroom teachers participate in the afternoon activities and the difference was amazing. The program flow worked better and students got more out of it when we were able to provide consistent instruction between the morning and afternoon portions of the program. We also found that stronger mentor-type relationships formed between students and teachers when teachers were on-hand to paddle the kayak, hike the trail, skate some ramps, or work on the movie. Something changes when a student and teacher can learn together outside the classroom and it is that type of relationship, support, and engagement in learning that we want to foster in our school. Under the CCLC Program, we pay all our certified teachers \$25/hr for teaching in our courses. This rate compensates them fairly for their time, their expertise, and their dedication to working with our students beyond the regular school day and school year.

Given the focus on this summer's design challenge, the budget below provides for experts in the martial arts to be involved in the program. Students will be able to work out three times a week at the Martial Way Self-Defense Center. They will have access to a Sensei on-staff, in the classroom two mornings a week and a UVM intern with martial arts background and teaching experience to help them in their research and make ties to the classroom learning. The district and the CCLC program will continue to fund the cost of the UVM professional development workshops and the teacher stipends for attending. The CCLC program will also continue to provide one van for transportation and requests a second van under the program expansion. Last summer when we had 18 regular participants, we could not take all students to all activities in the afternoon. We had to alternate which students got to go on which days and when. With a second van, we would be able to accommodate up to 24 students for field trips and be able to work the trips into the curriculum and schedule seamlessly.

Other items in the budget include funds to purchase shirts or badges that the students earn through their martial arts training during the program and uniforms or gi's to workout in. The school already own a small set of these uniforms, but additional ones may be required for this larger program depending on student sizes and whether or not they have participated in martial arts before.

<b>Winooski Middle School Summer Program Budget 2006</b>			
<b>Budget Category</b>	<b>Total Extended- Program Cost</b>	<b>CCLC Program or District Funds</b>	<b>Promising Practices Extension Grant</b>
Teacher Stipends- mornings (4 teachers, 8am-12pm, 5 days/wk for 3 weeks @\$25/hr)	\$6,000.00	\$3,000.00	<b>\$3,000.00</b>
Teacher Stipends- afternoons (2 teachers, 12-3pm, 5 days/wk for 3 weeks @\$25/hr)	\$2,250.00		<b>\$2,250.00</b>
Benefits/Payroll Taxes (12.5%)	\$1,031.25	\$375.00	<b>\$656.25</b>
Judo sessions (\$75/session 3x/week for 3 weeks)	\$675.00		<b>\$675.00</b>
Sensei (2 mornings a week or 6 hours/week at \$25/hr for 3 weeks)	\$450.00		<b>\$450.00</b>
Intern (30 hrs/week for 3 weeks at \$10/hr)	\$900.00	\$900.00	
UVM Professional Development Workshop (set contract)	\$2,000.00	\$2,000.00	
Workshop Stipends (\$100/day for 3 days for 4 teachers)	\$1,200.00	\$1,200.00	
Shirts/Badges (\$10/student for 24 students)	\$240.00		<b>\$240.00</b>
Gi's/uniforms (20 uniforms @ \$28/each)	\$560.00		<b>\$560.00</b>
Vans (\$2,000/van for 2 vans for 3 weeks)	\$4,000.00	\$2,000.00	<b>\$2,000.00</b>
Gas (\$50/week for three weeks for 2 vans)	\$300.00	\$150.00	<b>\$150.00</b>
Supplies (\$10/student for 30 students)	\$300.00	\$300.00	
Snacks (\$10/student for 30 students)	\$300.00	\$300.00	
Entry Fees (\$10/student for 30 students)	\$300.00	\$300.00	
<b>Total</b>	<b>\$20,506.25</b>	<b>\$10,525.00</b>	<b>\$9,981.25</b>

## **Supporting Documents**

Page 1 Article in *Burlington Free Press* about the skatepark project after the students made presentation to the Winooski City Council (12/9/04)

Page 2 Featured editorial in the Sunday Edition of the *Burlington Free Press* praising the skatepark program and the “out-of-the-classroom” summer learning experience

Page 3 Student letter to area businesses seeking financial contributions or raffle donations in support of the skatepark. Through business donations, coin drops in local stores, and the raffle, students raised over \$1,600. These funds are being used as part of the matching funds required in the city’s grant to build the skatepark.

Pages 4-6 Three pages excerpted from the teachers’ class plans and curriculum for the summer program. Show the focus on academics, the flow of the classroom learning time, and links to the afternoon portions of the program

Page 7 Summary overview of the course curriculum for the UVM Professional Development Workshop. The course meet three afternoons for 3 hours each and two full days for 8 hours each prior to the start of the summer program.

Page 8 Article in the *Burlington Free Press* on Bushintai Do and using martial arts in Winooski Middle School

Page 9 Sections excerpted from a report by WMS teachers Nancy Keller and Bethany Burns describing Bushintai Do in their classroom and documenting the results they have seen with their students

Page 10 A personal essay by a WMS student after studying martial arts for two years as part of his classroom curriculum